



LANGUAGE ARTS

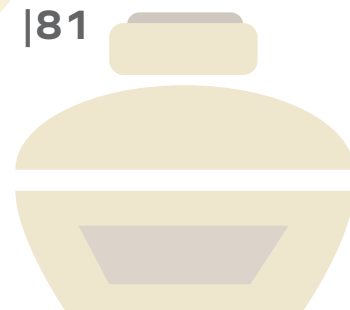
Student Book

► **5th Grade** | Unit 10

LANGUAGE ARTS 510

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LOOKING BACK

In this LIFEPAC®, you will review Language Arts LIFEPACs 501 through 509. Reviewing all of this material is a big job! We do not want you to be overwhelmed, so you will review only the basic concepts in literature, reading skills, grammar, and composition. For spelling, you will restudy twenty selected words from each LIFEPAC. You will also create your own folder of original compositions to share with your parents and friends. Follow the instructions below to prepare your folder. You will then be ready to add your compositions when indicated. Directions for what you will include in the folder will be given in two sections of this LIFEPAC.

Instructions for a Composition Folder

Materials needed: 12" x 18" piece of construction paper, paper fasteners or yarn, writing paper (optional: poster paints, potato half)

Directions: Fold the construction paper in half. Choose a title and write it on the front of the folder along with your name (examples: "Notes by Ned," "Thoughts and Themes by Thelma," "Rachel's Writings," and so forth). Decorate your folder attractively. (Try this idea: Bring a potato half with a cut design from home. Dip the design in poster paint and print it on the folder.) Have your teacher check your folder.



Teacher check:

Initials _____ Date _____

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAAC, you should be able to:

1. Identify six questions for judging a story's literary value.
2. Judge a story's value for character building by identifying good and bad character traits.
3. Identify three elements that make a story a pleasure to read.
4. Identify types of literature.
5. Identify forms of poetry.
6. Identify cadence, rhythm, rhyme, and stanzas.
7. Identify poetic devices.
8. Identify and use different kinds of nouns and pronouns.
9. Recognize the position and purpose of adjectives and use them correctly.
10. Identify an author's purpose and authority.
11. Identify the main idea, plot, setting, and characters.
12. Answer comprehension questions.
13. Infer or speculate about events.
14. Identify cause and effect.
15. Make Christian judgments.
16. Distinguish between fact and opinion.
17. Recognize the meanings of idioms.
18. Identify and use heteronyms.
19. Identify and use different kinds of verbs and adverbs.
20. Identify and use participles.
21. Change adjectives to adverbs by using the *-ly* suffix.
22. Identify information and details by scanning, skimming, and reading slowly.
23. Identify graphic aids and their uses.
24. Summarize.
25. Compare and contrast characters.
26. Use reading skills in Bible study.
27. Identify four kinds of sentences and punctuate them correctly.
28. Identify complete sentences, subject and predicate parts.
29. Arrange words in correct order.
30. Improve sentences by adding adjectives, adverbs, and using words correctly.
31. Write dialogue.
32. Spell words correctly.



1. LITERATURE SKILLS

In this section, you will review literature, nouns and adjectives, as well as write some poetry and a short story, which will be included in your composition folder. You will review selected spelling words from Language Arts LIFEPACs 501, 502, and 503. In handwriting, you will review five handwriting tips.

Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Identify six questions for judging a story's literary value.
2. Judge a story's value for character building by identifying good and bad character traits.
3. Identify three elements that make a story a pleasure to read.
4. Identify types of literature.
5. Identify forms of poetry.
6. Identify cadence, rhythm, rhyme, and stanzas.
7. Identify poetic devices.
8. Identify and use different kinds of nouns and pronouns.
9. Recognize the position and purpose of adjectives and use them correctly.
32. Spell words correctly.

Vocabulary

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAC.

ballad (bal' ud). A poem or song that tells a story.

cadence (kā' duns). Rhythm.

conundrum (ku nun' drum). A riddle whose answer involves a pun or play on words.

couplet (kup' lit). Two lines of poetry that belong together. They usually rhyme.

inspirational (in' spu ra' shu nul). Filling a person with thought, feeling, excitement; influencing someone.

limerick (lim' ur ik). A form of humorous nonsense verse with five lines and a certain rhyme pattern.

literary (lit' u rer ē). Having to do with literature.

metaphor (met' u fôr). A phrase or word that means one thing ordinarily but is applied to something else to make a comparison; a figure of speech.

palindrome (pal' in drôm). Word, verse, or sentence that reads the same backward or forward.

personification (pur son' u fu kâ' shun). A figure of speech in which a lifeless thing or quality is spoken of as if it is alive.

pun (pun). A humorous use of a word that can have two meanings.

quatrain (kwot' rân). Stanza or poem of four lines.

simile (sim' u lē). An expressed comparison of two different things or ideas using "like" or "as;" a likeness between things.

stanza (stan' zu). A group of lines of poetry, arranged according to a fixed plan.

stress (stres). Treat as important; put pressure on; emphasize.

symbolism (sim' bu liz um). Representation by symbols; use of symbols.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, **ā**ge, c**ā**re, f**ā**r; let, **ē**qual, t**ē**rm; it, **ī**ce; hot, **ō**pen, **ō**rder; **oil**; **out**; cup, p**ū**t, r**ū**le; **child**; **long**; **thin**; /ʒh/ for **th**en; /zh/ for **meas**ure; /u/ or /ə/ represents /a/ in **ab**out, /e/ in **tak**en, /i/ in **pencil**, /o/ in **lemon**, and /u/ in **circus**.

Reading Literature

Now you will review some information about literature, its definition, questions you should use to judge a story's **literary** value, character building, and the three elements that make a story a pleasure to read. Fiction, nonfiction, poetry, and Bible literary forms will also be reviewed.

Value of literature. In Language Arts LIFEPAC 509, literature was defined as *the body of writings of a period, language, or country, especially those writings kept alive by their beauty or effectiveness of style or thought*. You could not possibly read all the literature written in our language. You learned to decide whether a story is worth your time to read.

Review these questions you can ask yourself about the value of a story as literature from Language Arts LIFEPAC 505.

Questions You Can Ask Yourself

1. Is the story told in good, clear language?
2. Does the language match the kind of story told?
3. Does the language give you a feeling for the time of history in which the story takes place?
4. Is the language pleasant to read?
5. Does the language paint word pictures in your mind?
6. Do the characters seem to talk the way people of their age and time in history would?



On the blanks, write the appropriate number or numbers of the preceding questions that best describe each selection.

- 1.1** _____ A long, long time ago, when Henry the Second was king of England, a youth was walking through Sherwood Forest (1.1-1.3 from "Robin Hood," LIFE PAC 504).
- 1.2** _____ He was tall, strong, and comely. His woodland dress was a shirt and long green jerkin over long hose that covered his legs and hips. He wore soft leather boots on his feet and a blue hood on his head.
- 1.3** _____ As he strode through the greensward, he was hailed by a harsh voice. "Stand!" the voice cried. "Who art thou to march boldly through the king's greenwood?"
- 1.4** _____ He concentrated on his lunch until he heard something about government officials telling lies. His sandwich stuck in his throat. He tried to wash it down with his milk. The milk tasted funny. He looked up to see his mother eyeing him knowingly. (from "Roger Down and Roger Up," LIFE PAC 505).

You also learned to judge the value of a story for character building. As the story characters are developed, you learned to decide if the characteristics or qualities of these people are worthy to be admired. Do they have qualities of courage, unselfishness, or helpfulness? Are the characters mean, resentful, or greedy? Judging the characters by God’s standards, do you want to be like them? Does the story help build good character in you?



Write *good* or *not good* after each quotation or summary that shows the characters of people you have read about in previous LIFEPACs.

- 1.5** “When Haman saw that Mordecai would not bow down or show reverence for him, he was furious. He planned a cruel scheme to rid the kingdom of not only Mordecai, but of every Jew.” (Summary from “Esther,” LIFEPAC 509) The character, Haman, is _____.
- 1.6** “Queen Esther came before the king on behalf of her people despite the king’s rule that no one should come before him unless called, or the person might be put to death.” (Summary from “Esther,” LIFEPAC 509) The character, Esther, is _____.
- 1.7** “Cyrenius was a new believer, and even in his grief, he forgave my father.” (Quotation from “Marc, LIFEPAC 507) The character, Cyrenius, is _____.
- 1.8** “The Chief Forester began to beat the youngest of the woodsmen for showing his Saxon sullenness....The forester rebuked the lad with a half dozen or more blows to his shoulder....” (Quotation from “Robin Hood,” LIFEPAC 504) The character, Chief Forester is _____.

Enjoying a story depends on three elements: kinds of words used, action of the story, and suspense. The kinds of words used will make the reader interested, move the action along, create a mood, and add suspense.



Match the item with the best description of each selection.

- a. mood of sadness
- b. action
- c. suspense
- d. mood of fear
- e. mood of relief

1.9 _____ “Esther replied, ‘Anyone who goes before the king without being called shall be put to death....I will go to the king. If I die, then I die!’ She put on her royal apparel and stood in the inner court of the palace. Would the king receive her?” (From “Esther,” LIFEPAC 509)

1.10 _____ “As a child, he was teased by some older boys at the seashore. They wanted to throw him into the water to see if he could swim. At that time, he could not swim. Marc felt the boys moving in and his blood ran cold. A sick feeling hit the pit of his stomach. He wanted to run, but his feet were frozen to the ground.” (From “Marc,” LIFEPAC 507)

1.11 _____ “With a hard pull, I also loosened the strings that tied my hair down on the left side, but it hurt me terribly...Before I could seize them, the little people ran off shouting...instantly a hundred arrows struck my left hand like needles.” (From “A Voyage to Lilliput,” *Gulliver’s Travels*, LIFEPAC 507)

1.12 _____ “He knew how he should make it right, and that’s what was making his stomach sick and his heart pound. He went on, arguing with himself. ‘If I tell her I lied, and I’m sorry, and I won’t do it again, even if she punishes me, I’ll feel better. I’ll know I’ve done the right thing.’

By now he was running, and his heart was beginning to feel as light as his feet.

‘If I hurry, I can do it before the afternoon classes start. I want to get it over with!’ (From “Roger Down and Roger Up,” LIFEPAC 505)

Types of literature. In Language Arts LIFEPACs 501 through 509, you studied many kinds of literature. Literature is usually classified as fiction or nonfiction. Fiction is writing that comes from the imagination. Nonfiction is writing that includes only what is fact. Short stories, novels, fables, legends, and drama are some types of fiction you have studied.

A fiction story that is short is called a *short story*. Short stories have only a few characters with brief descriptions. The characters live through something that happens during a few hours, a day, or a few days at most. The action is not too long or too involved. The short story is told from the author's or one of the character's point of view.

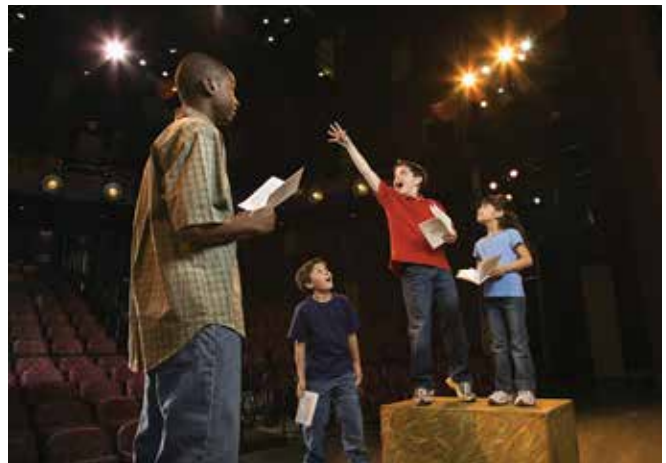
A *novel* is a longer story. It covers a longer period of time, like years, a lifetime or several generations. A novel uses long descriptions and shows how characters grow and why they make decisions. The story may be told from several points of view.

Fables are short stories that are meant to teach lessons. Most fables are about animals with some human characteristic, like talking. The lesson taught is called a moral. Aesop wrote many fables.

Legends are tales that were passed from generation to generation by word of mouth and are now continuing to be passed on through writing. Legends may have an element of historical truth, because the legendary person may have actually lived, but the events have become exaggerated through the years.

A *drama* is a story written to be acted in front of an audience in either a play or a movie. The time covered is usually short, but sometimes a drama covers two or three episodes widely separated by time. Stage or movie scene directions are given. The name of the person speaking is given in front of each spoken line.

Nonfiction is based completely on fact, or develops thoughts and opinions. History, biography (one person's life history), most newspaper writing, magazine article writing, and textbooks are nonfiction.



Many literary forms are found in the Bible. Short stories and history are found in both the Old Testament and New Testament. The Bible is filled with Hebrew poetry. Psalms are an excellent example of Hebrew poetry. Hebrew poetry does not rhyme. Proverbs are a form of Hebrew verse that uses the literary device of parallelism. Each proverb is written in two half sentences, closely tied together in thought. Parables are earthly stories that have heavenly meanings. Jesus told parables to teach people about God and heaven. A parable, like all good stories, has a setting, characters, plot, climax, and an ending. Parables use contrast. They contain truth or a spiritual meaning that is kept a secret from anyone who does not ask God to help him understand. Parables tell us what God expects from His children.



Write *SS* (for short story), *N* (for novel), *P* (for parable), *D* (for drama), *F* (for fable), *L* (for legend), and *NF* (for nonfiction) on the line in front of the correct item.

- 1.13 _____ Tales passed from generation to generation.
- 1.14 _____ The action takes place within a few days time.
- 1.15 _____ Long descriptions are given.
- 1.16 _____ Contains a truth or spiritual meaning.
- 1.17 _____ Acted in front of an audience.
- 1.18 _____ The action covers a lifetime.
- 1.19 _____ A short story that is meant to teach a lesson or moral.
- 1.20 _____ Stage directions are given.
- 1.21 _____ Writing based completely on fact.
- 1.22 _____ It is an exaggerated tale.
- 1.23 _____ It has only a few characters with brief descriptions.
- 1.24 _____ History and newspaper writing are examples.



Write *true* or *false*.

- 1.25 _____ The Bible does not contain any short stories.
- 1.26 _____ Bible poetry rhymes.
- 1.27 _____ Parallelism is the literary device used in Proverbs.
- 1.28 _____ Fiction is writing that comes from the imagination.
- 1.29 _____ Parables have morals, and fables have spiritual meanings.

SELF TEST 1

Write *true or false* (each answer, 2 points).

- 1.01** _____ Fiction writing comes from the imagination.
- 1.02** _____ A legend is an example of nonfiction writing.
- 1.03** _____ Fables have spiritual meanings and parables have morals.
- 1.04** _____ Nonfiction is writing that is based completely on fact and develops thoughts and opinions.
- 1.05** _____ Hebrew poetry does not rhyme.
- 1.06** _____ Every poem must have rhyme but not rhythm.
- 1.07** _____ A ballad is a story poem that can be sung.
- 1.08** _____ In short stories, the action is not too long or too involved.
- 1.09** _____ Free verse has a definite rhyming pattern.
- 1.010** _____ You can judge the value of a story for character building by deciding if the qualities of the people are good or bad and if good moral values are upheld.

Match these items (each answer, 2 points).

- | | | |
|--------------|--|--------------------|
| 1.011 | _____ covers a long period of time | a. drama |
| 1.012 | _____ the musical beat of a poem made by stressed syllables | b. novel |
| 1.013 | _____ a short story that is meant to teach a lesson or moral | c. fable |
| 1.014 | _____ a story written to be acted in front of an audience | d. legend |
| 1.015 | _____ writing or speaking about a thing as if it were a person | e. parable |
| 1.016 | _____ a phrase that compares one thing to another using the words <i>like</i> or <i>as</i> | f. rhythm |
| 1.017 | _____ when one thing stands for something else | g. stanza |
| 1.018 | _____ an earthly story with heavenly meanings | h. personification |
| 1.019 | _____ the form in which a poem is written | i. symbolism |
| 1.020 | _____ an exaggerated tale | j. simile |
| | | k. metaphor |

Choose the correct answer for each item by writing the letter and the answer on the line (each answer, 2 points).

- 1.021** The reader's enjoyment of a story depends on three elements: kinds of words, action of the story, and _____ .
 a. metaphors b. suspense c. length of story
- 1.022** Short stories have _____ .
 a. only a few characters
 b. long descriptions
 c. many characters
- 1.023** A type of fiction that uses long descriptions and shows how characters grow and why they make decisions is the _____ .
 a. short story b. legend c. novel

- 1.024** A type of Bible literature that contains a spiritual meaning that is kept a secret from anyone who does not ask God to help him understand is _____ .
 a. a parable b. a fable c. poetry
- 1.025** A rhythmical pattern that is not completely regular is _____ .
 a. syllables b. cadence c. imitation of sounds
- 1.026** "Clang, clang, clang went the bell," is an example of _____ .
 a. imitation of sounds b. symbolism c. cadence
- 1.027** "The big bear broke the branch," is an example of _____ .
 a. personification
 b. a simile
 c. repetition of sounds
- 1.028** Pen picture, rhymed couplet, and rhymed quatrain are examples of _____ .
 a. stanzas b. free verse c. poetic form
- 1.029** Poems that help us feel like being a better person are called _____ .
 a. inspirational poems b. palindromes c. diamond poetry
- 1.030** A poem which usually starts with a line like, "There was an old lady (or an old man) from..." is called a _____ .
 a. pun b. limerick c. conundrum

Complete these sentences with a common noun or a proper noun from the list. Write PN or CN over the noun (each numbered answer, 4 points).

hospital	England	mountain
professor	Mr. Jones	

- 1.031** I was born in _____ .
- 1.032** The _____ left school yesterday.

Change each singular noun to its plural form (each answer, 2 points).

- 1.033** paper _____
- 1.034** lady _____
- 1.035** child _____

Change each singular or plural noun to its possessive form (each answer, 2 points).

1.036 pastors _____

1.037 aunt _____

1.038 sheep _____

Underline the noun that is the subject of each sentence. Circle the noun that is the object of the verb in each sentence (each correct word, 2 points).

1.039 The young man / wrote a story.

1.040 The shepherds / grazed their sheep.

Substitute a pronoun for the underlined noun(s) (each answer, 1 point).

1.041 The teacher sent Susan and Ann home. _____

1.042 Gary lost his lunch. _____

Write a possessive pronoun in each blank (each answer, 2 points).

1.043 The turtle turned over on _____ back.

1.044 Sarah turned _____ paper in late.

Expand this sentence by adding adjectives with each noun (this answer, 3 points).

1.045 The sun came up over the mountains.

Answer this question (this answer, 5 points).

1.046 What are three of the six questions you can ask yourself about the value of a story as literature?

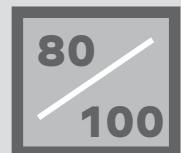


Teacher check:

Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-1.



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